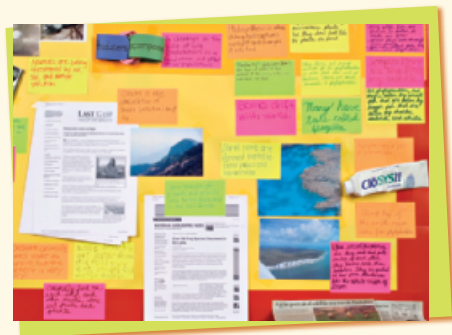


Concept/Question Board

- ◆ Ask students if anything in “Alejandro’s Gift” answered any of their questions about ecology. Also encourage them to post any ideas or questions they have regarding the text.
- ◆ Continue to encourage use of the **Concept/Question Board** by recognizing and thanking students for their contributions. Incorporate those items into classroom discussions whenever possible. Remember to model by posting your own questions and ideas. For example, you might post the following: *What kinds of things can I do to encourage animals to visit the area around my home? Is there a gift I can give to the local ecosystem? I wonder what kinds of wildlife are native to this part of the country.*
- ◆ Remind students to include their name or initials on the items they post so that students with similar interests can contact them to exchange ideas. Remind students that they can change the focus of their inquiries if a new topic interests them.
- ◆ Encourage students to post informative Web sites and e-mail addresses for agencies or individuals they think would be helpful to other students.



Inquiry Rubrics

During Workshop, assess students using the rubrics below. The rubrics range from 1 to 4 in most categories, with 1 being the lowest score.

Collecting Information

- 1 Collects information that is not related to the topic.
- 2 Collects information loosely related to the topic.
- 3 Collects information clearly related to the topic.
- 4 Collects useful information, reviews it critically, and pays attention to the reliability of sources.



Teacher Tip

INQUIRY QUESTIONS Questions stimulated by the reading of selections provide good springboards for exploring ideas. Always ask students what each selection makes them wonder about. Encourage students to verbalize their inquiries.

Monitor Progress

Formal Assessment

Use the Inquiry Rubric to monitor students' ability to find needed information.